DOCUMENT RESUME

ED 144 882 SO 010 322

TITLE Major Trends in Norwegian Education 1974-76: National Report.
INSTITUTION Ministry of Church and Education, Oslo (Norway).
PUB DATE 76
NOTE 31p.; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Adult Education; *Comparative Education; Continuous Learning; Educational Alternatives; Educational Development; Educational Innovation; *Educational Legislation; *Educational Policy; Educational Practice; Educational Problems; Educational Research; *Educational Trends; Elementary Secondary Education; Foreign Countries; Normalization (Handicapped); Post Secondary Education; Preschool Education; Regional Schools; Regular Class Placement; Vocational Education
IDENTIFIERS *Norway

ABSTRACT

Norway's educational policy is determined by the Ministry of Church and Education, although advisory councils extend to all levels including the regional. Recent legislation passed by the Storting, the country's national assembly, characterizes educational trends. The Preschool Act calls for the expansion of facilities to provide for day care and kindergarten children. The Revised Primary School Act places emphasis on the integration of all students, including the physically and psychologically handicapped, into the compulsory nine year school. Innovation in Further Education Schools is guided by the Upper Secondary Education Act. Beyond the compulsory level three tracts may be followed: general education, vocational education, or a combination of the two. Some courses offered are maritime and fishery, trade and industry, agriculture, and social sciences and health. Education beyond this level extends to regional colleges, which have diminished the pressure on universities by offering shorter college courses adjusted to the needs of society. The first Adult Education Act in 1977 commits Norway to the principle of life-long learning. Experiments for external education are focused on finding occupations in trade and industry for those youth who are "misfits" in the educational system. Allocations for research are granted through the Ministry of Education and the National Research Council. Problems within the educational system include financial ones as well as the public's lack of understanding of the government's educational policy. (KC)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED144882

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MAJOR TRENDS IN NORWEGIAN EDUCATION 1974-76

NATIONAL REPORT

SP 010 322

Oslo 1976

2

MAJOR TRENDS IN NORWEGIAN EDUCATION 1974 - 76
NATIONAL REPORT

Introduction

Education in Norway is being planned and governed by the Ministry of Church & Education.

The development of Norwegian education for the years 1974-76 is part of the present Long Term Programme covering the years 1974-77. In connection with the overall long term planning special analyses have been worked out for problem areas. One of them is education.

The Special Analysis for this area - like all the other analyses worked out in relation to the Long Term Programme - is based on the former Analysis of Perspective related to the previous Long Term Programme for the years 1970-73.

Today there are roughly 820.000 pupils and students in institutions under the administration of the Minstry of Church and Education. Out of the total number there are about 595.000 pupils in the Primary and Lower Secondary School and about 130.000 in the Upper Secondary School. In addition, there are about 60.000 students at the Universities and Regional Colleges. In addition there are about 35.000 students in educational institutions belonging to other ministries.

The Ministry of Church and Education covers most of the Government's expenditure on education. In the table given below one may see the annual budgets of the Ministry of

Church and Education and the percentage of the corresponding total State budgets over the 5 last years. The figures are given in mill. N.Kroner.

	Expenditure	Percentage of the total State expenditure
1972	3.660	13,3%
1973	4.073	13,2%
1974	4.604	13,1%
1975	5.220 (budgets)	12,4%
1976	5.787 (budgets)	11,6%

The figures show a slow decrease in the annual growth of expenditure on education. However, the figures should not be taken too literally since the budgets of the Ministry of Church and Education contain expenditure on ecclesiastical affairs and cultural activities not directly related to education. On the other hand, expenditure on education may also be found in the budgets of other ministries responsible for schools and colleges not belonging to the ordinary general system of primary, secondary and tertiary education under the administration of the Education Ministry. All in all, the quoted percentages should represent a rough approximation of the priority given to education with regard to Government expenditure. In relation to the G.N.P. the percentage of the costs of education represents nearly 7%.

The overall goals for Norwegian education can be summarized as follows: transmittance of knowledge and culture, equal opportunities both in education and work, personal development, acquirement of values, and an increasing participation in the decision-making process.

Furthermore, Norwegian educational authorities have wholly accepted the principle of life-long learning. This can easily be seen in the very remarkable upshot in Government grants devoted to adult education over the period under review 1974-76. The grants have increased by more than 300%.

The Government through its Ministry may exercise a certain influence on the development of education in the direction of the general aims and policies set out above. The means at disposal are traditionally proposals of new school laws and regulations, distribution of resources, and a conscious policy of information.

All these means have been fully used in the period under consideration 1974-76.

1. New Policy Orientations

One of the new orientations is to put emphasis on the expansion of pre-school places and the training of pre-school teachers, i.e. an increase of places in pre-school institutions of 50.000, which means a 286% increase in relation to available places in 1972. The responsibility for this activity is left with the Ministry of Consumer Affairs and Administration, while the Education Ministry is responsible for the training of teachers. There will have to be a redistribution of capacities within the Pedagogical State Colleges to meet the urgent demand for pre-school teachers. This is possible due to the fact that Norway has reached an even balance of the supply and demand for qualified primary school teachers.

Another target area is the expansion of an integrated upper secondary school where the ambitious goal is to reach an almost 100% coverage of places offering general and/or vocational education. Upper secondary education for all is aimed at by increasing available places by about 4500-5000 new places annually over the next years.

Norway is committed to a continued expansion of higher education, particularly through the Regional Colleges and the newest of its 4 Universities, i.e. the University of Tromsö, and partly the University of Trondheim.

One of the most recent new orientations may be seen in a continued effort at decentralization and regionalisation of Norwegian education. Underlying the priority measures in this field is the assumption that the level of settlement in far off regions should be maintained through the development of schools in those regions. Moreover, there is also a political will to keep a balance between rural and urban areas, not only as far as education facilities are concerned, but more as part of an overall provision of social services.

Decentralization will mean increasing opportunities for participation in education at local level. Local government has for more than 200 years had a strong say in the establishment and running of primary schooling in Norway. This tradition is now being strengthened by regionalizing most of all secondary education, leaving the responsibility of administration to county authorities.

Another aspect of this trend is to increase the influence of parents and students on the running of the local school. There is an obvious tendency towards an expansion of school democracy and a formal as well as informal fostering of a spirit of co-operation at the individual school level.

Co-operation is also sought in the teaching and learning process in so far as curricula, didactics and methods are concerned.

One of the most urging problems in Norwegian education at the present time is how to integrate all children, even the psychologically and physically handicapped ones, into our ordinary schools.

At the same time there is a growing recognition of vocational training and work experience as a part of the individual's general education.

2. Educational reforms and innovations

Pre-school institutions are of various types. There are day-care institutions for children up to the age of 3, full-day institutions for children up to the age of 6, and kindergartens offering 3-4 hours a day for children from 3-6 years of age.

In 1975 Norway got its first Pre-School Act. The Ministry of Consumers Affairs and Administration is left with the responsibility of carrying out the different decisions entailed by this act, which was made operative from January 1, 1976.

One of the consequences of the act will be an expansion of pre-school places. About 100.000 new places will be created within the next five years. To meet the demand for teachers in this sector there has been a reduction in places for primary school teachers at the training colleges in favour of new places for the training of pre-school teachers.

The main principle of pre-school education is to let it serve both a pedagogical and a social function, with priority on the former.

One of the provisions of the new act aims at establishing a system of consultation through a specialist consultant on pre-school education in each county.

Administration of pre-school education is lodged with the municipalities through their local school boards or the local social services boards.

Emphasis is put on research and experimentation in pre-school education in the years to come.

In primary education a revision of the Primary Act of 1969 took place by the passing of the Revised Primary School Act in 1975. The Act was made operative from August 1, 1976.

The fundamental principle of this new act is integration of all handicapped children into the normal compulsory 9-year school for children between 7 and 16 years of age.

At the same time the Special School Act of 1951 was abolished.

To put the principle of full integration into practice will necessarily take many years, and for the time being relatively few handicapped children have been integrated. Special schools for severely handicapped and retarded children still exist and will continue to exist under the new act.

Special measures are being taken to strengthen the pedagogical and psychological services provided by the revised primary school. Such services are being administered from separate centres in a municipality or a region by specially qualified staff.

Furthermore, the revised act has enforced and formalized the system of an enlarged school democracy. The following diagram will give an illustration of how the system is organized within the primary school:

Class Council (all pupils in a class)	Class Council	Class Council
Contact teacher	Pupils' Council (all pupils)	Parents' Council (all parents of pupils)
Teachers'Council (all teachers + headmaster)	General Collaboration Council	Parents' Council Executive Group
Headmaster	Municipal School Board	Council for other Employees

In 1974 the so-called Model Plan for the 9-year school was made permanent after a period of practice and experimentation under a transitory plan from 1971, drawn up as a result of the Primary School Act of 1969. The Model Plan gives the main guide lines for the aims, curriculum and working methods of the primary schools.

As for the curriculum there is a division between compulsory and voluntary subjects, distributed over a minimum timetable of totally 129 periods pr. week for the first 6 years, and 90 periods pr. week for the three last years.

Resources for the running of the schools are granted from governmental and municipal budgets. The government covers on an average roughly 50% of the costs (on a gliding scale from 25% to 85% of the most expensive parts of the costs, viz the teachers' salaries, school transport etc.). However, government grants are based on a minimum number of teaching periods of 138 for the first 6 years, which leaves each school with financial means covering 9 periods pr. week beyond the actual minimum timetable of 129 periods. This extra money may be used in different ways to strengthen the actual teaching, for differentiation within the class, for extra work put in by the form master of each class, or by teachers functioning as secretaries in some of the democratic councils shown in the diagram above, e.g. the General Collaboration Council.

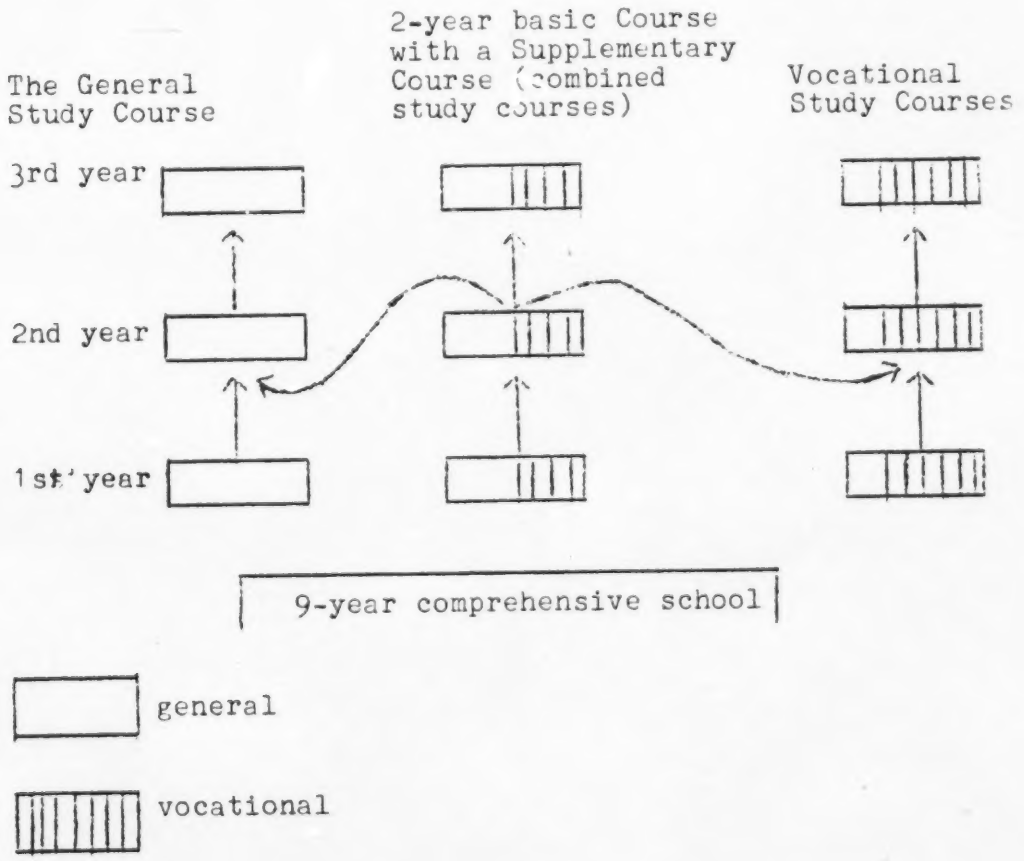
It is a new feature of the Model Plan that there are no minimum syllabus requirements laid down in any subject. Each individual teacher is responsible for bringing the pupils up to what level they may be able to attain.

This is a corollary of the set-up of the 9-year school, which is a unity school completely comprehensive with no organized differentiation outside the classroom, as it were. Each class is kept together as a unity from the first to ninth year of compulsory schooling. In this respect, Norway's primary school system seems to be unique.

The full consequence of this system was shown at the final exam for those who finished their 9-year schooling this year. The pupils were set one and the same exam paper within the obligatory subjects put up for the final written exam, i.e. either Norwegian, English or Mathematics. The 9-year school leavers are tried in only <u>one</u> of these three subjects.

In 1974 the Storting (Norway's National Assembly) passed the new Upper Secondary School Act which was enforced as from January 1, 1976. This may prove to be the most revolutionary of all new innovations in Norwegian education for many years to come.

All the schools are referred to as further education schools integrated in a comprehensive school organization, in the 10th to the 12th year of education. The following diagram may illustrate the basic structure:



The Further Education School is divided into separate Study Courses (9 in all, but only 7 in operation so far).

When leaving the 9-year school all students should be offered one, two or three years of further education, and in some cases four years, but there is no compulsory schooling at this level.

The student at the entry into a school of further education will have to choose between many options within three types of basic courses, viz general education, vocational education and a combination of the two. The combined basic course lasts two years, while the others are one-year courses. Having taken the 2-year basic course, the student will have gone through a course where half of the time has been spent on general subjects corresponding to the first year within the general study course, and the other half has been devoted to subjects within one of the 8 (6 at the time being) vocational courses. Having taken the 2-year Basic Combined Course the student may transfer to either the second year of the General Study Course or the relevant course within the vocational sector. There is also a possibility of taking a third year of a general kind on top of the 2-year Basic Combined Course, but experiments have shown that it is extremely difficult to attain the same level as the 3-year General Study Course.

If a student chooses to take the General Study Course and wants to go on after his first year, he will be obliged to take the two next years in succession.

The 9 Study Courses are the following:

1. The General Study Course
2. The Aesthetics Study Course
3. The Maritime & Fishery Study Course
4. The Commercial Study Course
5. The Domestics Study Course
6. The Trade and Industry Study Course
7. The Sports and Athletics Study Course
8. The Agricultural Study Course
9. The Social Services and Health Study Course

The two last ones have not been established yet, and vocational education on these fields is run within separate systems under the ministries of Agriculture and Social Services.

Each study course branches off into Lines. The first year of the General Study Course, for example, is a common course for all having chosen this alternative. In the second and third year there is a division into a Modern Languages Line, a Natural Sciences Line, and a Social Sciences Line. Within each line there is a further differentiation in subjects. However, there are certain compulsory subjects within the General Study Course as well as all the other courses. Norwegian and Social Sciences are compulsory subjects within all the vocational study courses. In other study courses, especially The Trade and Industry Study Course, there are several alternative studies already in the basic course.

It is a salient feature of the Further Education School that more and more time is allotted to optional subjects or the spectrum of vocational specialization is broadened, as the students proceed from one year to the next through the school.

Characteristic of the new Further Education School is that no student is excluded from entry on the basis of minimum qualifications attained in the 9-year school.

Decision-making within the Further Education School has been delegated from the Ministry of Education to the county level. In each of Norway's 19 counties there is a separate county school administration responsible for the running of all schools of further education. Teachers will be employed by the county authorities, not by the Ministry as has been the case for almost all of the former specialized school systems on this level.

The ideas of school democracy are implemented in the new Further Education Act. In each school there is a School Council consisting of 7 members, 2 from the county authorities, 2 from the teaching staff, 2 from the students and 1 from the ancillary staff. It is remarkable that the student representatives are allowed to vote even in matters concerning the appointment of teachers.

The new Act has led to certain measures of reorganization at the ministerial level. The most striking change is perhaps an integration and blending of several State Advisory Councils (for the Gymnas, for the Vocational Schools, for the Domestic School etc.) into one large unit, the Advisory Council for Further Education Schools. The Council is divided

into several subcouncils with functions relating to four main sections, viz administration, curriculum planning and development, pedagogical matters and in-service training, and, finally, preparation for and the running of examinations.

Finally, curriculum plans for the Further Education School are being worked out, and for most of the Study Courses new or revised plans have been completed this year (1976). It is typical of these plans that they are more indicative than imperative when it comes to specified requirements. In this respect the upper secondary level has much in common with the principles of the Model Plan for primary education. Even in working methods there is much more similarity in the general approach between the two levels than was ever the case. Much more emphasis is laid on group work and individual guidance and councelling than the tradional classroom teaching.

As to ressources the same principle as in primary education has been resorted to. Money is allocated within a wider frame than the average cost of the teaching periods formalised on the timetable would indicate. The standard number of periods pr. week in each year of the General Study Course is either 30 periods each of 45 minutes' length, or 35 periods each lasting 40 minutes. The 30 periods model will mean 90 periods pr. week over the three years in the General Study Course. Grants are given on the basis of 112 periods, leaving money available for setting, councelling, and socio-pedagogical activities.

One of the paragraphs of the new Further Education Act of 1974 gives any student who has not taken three years of further schooling the right to recurrent education at a later stage in life.

This provision is only part of a very comprehensive system of adult education provided by Norway's first Adult Education Act, passed by the Storting this year, but not yet implemented. An upshot in adult education activities has been registered over the last years due to a substantial increase in Government grants. Further expansion and a more formalized structure may be expected after the passing of the act, and particularly after 1977 when the act will be enforced.

3. Educational Research

In 1974 a special consultant on school research was appointed to the Ministry of Church and Education and its Department of Planning and Research in Education, which is the central authority in educational research in Norway.

Ressources allocated for educational research have increased quite considerably over the period under consideration, 1974-76, from N.Kr. 1.5 million in 1974 to N.Kr. 3.7 million in 1976.

At the same time educational research has been more concentrated and grants are given in accordance with certain guidelines. The Education Ministry has wanted research projects to focus on the following problem areas:

1. Follow-up of the implementation of the curriculum plans for compulsory education.

2. Follow-up of measures for the integration of handicapped pupils in ordinary schools at the compulsory level.

3. Follow-up of the development of new structures in upper secondary education.
4. Relationships between the school and the local community.
5. Examination of the effects of decentralized decision-making within the educational system.
6. Analysis of costly teaching material.
7. Relationships between special education and the future opportunities of individuals with handicaps.
8. Sex differences in education.
9. Mapping of groups benefiting from voluntary adult education.

This new policy on educational research is likely to be beneficial to the further development of Norwegian education in the years to come.

At the same time the activities of the governmental agency, the State Council for Innovation and Experimentation in Schools are being reduced, since the period of preparatory work related to the extensive reforms of primary and secondary education over the last years is over. The experiments leading up to the reforms were in the hands of this agency.

The State Council for Innovation and Experiments in Schools was also responsible for a great part of development work within the training of teachers. This activity will be taken over by the Ministry's Advisory Council on Teacher Training.

Educational research in adult education will be given more attention after the establishment in 1975 of the National Institute of Adult Education. The Institute has been located on the campus of the University of Trondheim.

In addition to the research activities described above it may be mentioned that Norway's National General Research Council also allocates means for research within the field of humanities, social and natural sciences which may have an important bearing on educational research in general. The grants from this source are often channelled through university institutes. This means that the universities may add to their ressources through specific research workers employed by the universities. A typical example in this respect is the Pedagogical Research Institute at the University of Oslo. There is a similar institute at the University of Trondheim.

Important research projects within the teaching of natural sciences and environment have been carried out at these institutes, financed along the lines sketched above. Similar projects within the teaching of social sciences may be found at the University of Tromsö. Of particular interest is a project related to the teaching of regional geography and industry pertaining to the fishery area of Lofoten.

Interest in research in the field of teaching aids may be expected to increase when the report from a governmental commission on the development and use of such aids is published, hopefully at the end of this year. The commission will give a description of the practical and applied research which the State Council for Innovation and Experiments in School has contributed to so far, and then advocate certain administrative measures to augment considerably the efficiency of different loosely organized efforts in this sector.

4. Major educational problems

One of the major problems in Norwegian education at the moment seems to be how to solve fundamental questions of organizational and pedagogical integration and differentiation.

In the first case, there is the problem of integrating all children into the normal compulsory 9-year school without creating organizational differentiation. To what extent is it possible to mix handicapped and retarded children with "normal" children in one allembracing comprehensive structure? One absolute consequence of such integration is the need for different methods of differentiation within the classroom. Means and methods may be found, but they will be very costly. Just to mention one factor, the teachers will have to be trained in service to use such means and methods. More time will be needed to devote attention to the many-faceted needs of individual children, some of whom may suffer from a strong degree of retardedness.

Some extra money has been granted this year by the Government to come to grips with the additional expenditure stemming from the implementation of the new Revised Primary Act of 1975.

The problem of economy has another side which is not quite obvious to outsiders. Primary schools are traditionally strongly rooted in the local community, which is responsible for the running of the schools. Can the municipalities be expected to cover some of the extra grants needed for integration and differentiation in whatever form ways are found to solve the problems in the classroom? On the other hand, will a strong governmental lead in this field be felt by the local community as an intrusion upon age-old rights? And to what extent is it, in fact, possible for the Government to

avail themselves of extra money without creating disturbances in the national budget where one sector is strongly dependent on all the others. In short, can education be given a higher priority in the economic policy of the nation?

Secondly, exactly the same line of reasoning can be adjusted to secondary education where the Further Education Act of 1974 is going into operation this year.

At this stage, in the present survey, it ought to be pointed out that the Further Education Act in a way may be seen as a continuation and prolongation of the comprehensive idea underlying the organization of the 9-year school. With regard to integration of the education of the age group 16-19 it is a matter of integrating different types of secondary education In addition, the problems of differentiation are more extensive since the structure of further education presupposes a rich variety of options for the students, i.e. organizational differentiation - as well as pedagogical differentiation-in teaching material, aids and methods.

The planning authorities have drawn the consequences of the introduction of further education in so far as ressources have been redistributed. In very simple terms, financial means have been moved from the primary to the secondary level, in accordance with the proposals of the Long Term Programme for 1974-77.

However, this shift of priorities has not been sufficient to meet the extensive demands from the secondary sector, particularly the demand from the teachers and students.

Both these sectors, the primary and the secondary, will be faced with the key problems of integration and differentiation in the future, and efforts on the part of the Government will have to focus on these aspects for many years to come.

Another field which seems to burden the educational policy of the Government is the lack of real understanding in public opinion in general of the complexity of problems attached to the key questions described above. This is part of a general problem of communication and information in a complex society. To overcome some of the deficiencies in this field the Education Ministry has established its own information service run by a special information secretary. It is to be hoped that these measures may lead to improved understanding among all parties involved in education.

All the problems inherent in evaluation, and its corollaries are subject to some misunderstanding in the public debate. New regulations in this field are not to be expected until the Royal Commission on Marks, Examinations and Competency has finished its work. A First Report was published in 1974 and the Second and Final Report is due this year or next year. The present Government has declared as its policy to work for a slow, gradual abolition of exams. Marking has been reduced in the primary sector. The Folk High Schools do not operate with exams.

5. Prospects in Educational Development

The major trend in the pre-school sector will probably be a relatively rapid expansion of more places in full-day institutions for pre-school children of different categories, as well as a considerable increase in the number of qualified pre-school teachers. One may foresee, in some places, a mild

form of integration between pre-school institutions for children of 4 to 6 with the neighbouring primary school catering for the first 3 years of the 9-year school. This seems to be a natural pattern in very sparcely populated areas, or even in some of the big towns. Pre-school teachers may be allowed to teach in the first years of the primary school. Their training is equivalent in length of time (3 years) with that of primary school teachers.

In the primary school sector the integration of handicapped children into the normal schools will continue to be a problem demanding the most serious attention from all groups concerned. The development will necessarily have to be slow. There are about 1700 pupils in special schools for handicapped children. These schools are complete board and lodging schools. In addition there are 1500 pupils in special schools who can stay at home during their schooling. In the ordinary primary schools about 60.000 pupils receive some sort of special and extra teaching because they are retarded either physically or psychologically. One cannot expect parents of handicapped children and the local municipalities to withdraw their children from the special schools in large numbers. The integration process will therefore go on for many years. However, an increasing trend towards more integration is to be expected over the next two or three years.

In the next years it is likely that another aspect of primary education will come into focus. Experience has shown that there are a considerable number of pupils in the upper stage of the 9-year school who are not capable of adapting themselves to the routine of the ordinary school day over such a comparatively long stretch of time as 9 full years.

One should not exaggerate the problem. In cases where a young boy or girl has found it impossible to complete ordinary schooling, the parents on application, have been allowed to take their child out of school for shorter periods or even for a full year. There are strict rules against such a measure, and the school authorities will do all they can to let a youngster of 14, 15 or 16 years of age stay on in school. To illustrate the size of this problem it may be mentioned that in the school year 1971/72 only 278 pupils out of 160.000 were taken out of the two last years of the 9-year school. About 1200 pupils were partly released for shorter periods.

With increasing problems of juvenile delinquency, drug addiction etc. among young boys and girls the pressure for finding another occupation than ordinary compulsory schooling for the obvious misfits in the age group 15-16 has been on the increase over the last years. In 1973 a Royal Commission on External Education in the Youth School was appointed. The "Youth School" is a term covering the three upper years of the 9-year school. The report of this commission was published in 1975 and is now in its hearing stage.

However, the recommendations of the commission are being taken into consideration on an experimental basis. External or out-of-school education in this context will mean finding working places in industry and different trades for young people of 15 to 16 years of age, as an alternative to ordinary schooling.

14 municipalities (out of about 450 in Norway) are taking part in an experiment this school year (1976/77) with external education for pupils in their 9th and last year of compulsory schooling. The aims of this experiment is to develop different models of co-operation between the school, the neighbouring industry, and the social and cultural environment of

the young people concerned. The pupils will be given full competency as ordinary students of the 9-year school. They will receive the ordinary school certificate like all the other pupils leaving the primary school.

This experiment should not be mixed up with the arrangement described above where children are actually taken out of school and left on their own to find a solution to their problems.

On the other hand, experiments with external education for this age group may mean more variation in the education of young people. At the same time, it may be seen as a conscious effort to bridge the gap between school and industry, which may prove to be one of the major trends in Norwegian education in future years.

In the upper secondary sector the prospect of developing an integrated and comprehensive further education for students between 16 and 19 years of age is most remarkable. In the next two or three years an average increase of 4500 to 5000 new places will have to be created each year to reach the set goal. Most of these new places will be devoted to the vocational study directions of the Further Education School. By 1980-81 one hopes to be able to meet the demands for further education for the relevant age groups 16 to 19. Further decentralization of the administration of secondary schools is likely to occur as new regulations are being enforced.

One of the problems to be solved is the inclusion of some of the intended study courses into the integrated system of further education, viz. the Agricultural Study Course and

the Study Course for Social Services and Health. Particularly the latter has created many difficulties. After a royal commission had been looking at the education of nurses and assistant personel in medical and social services, as well as in hospitals of different kinds, the Government through its Ministry of Social Services and Health has hesitated to take a stand on how to organize the education of nursing staff. Finally, the Government's White Paper on the matter was brought before the Storting in September 1976, and it will have to be debated by the Storting in the next few years.

The White Paper recommends that the first stages in the training of nursing and socio-medical staff at the lowest level should be the Study Course for Social Services and Health of the integrated Further Education School. Two years of study are meant to give sufficient competency for Assisting Nurses, after at least three years of study, the student may enter education to become a fully qualified nurse. There are about 30 schools for the training of nurses in Norway, all run by the Ministry of Social Services and Health. Unfortunately, the demand for qualified staff at the medical institutions of all categories is much larger than the present supply. One of the reasons is that there is an extensive shortage of teachers in the health schools, which puts a serious restriction on the intake to these schools.

Since further education is tied up with the training of apprentices, the Government is interested in looking into the problem of adjusting the training of apprentices to the

Further Education School and its integrated system of study directions. Here again, as for primary education, one may see an interesting example of interference between school and industry. Hopefully one should avoid unnecessary overlapping between the apprenticeship training system and an integrated further education of those between 16 and 19. A royal commission is expected to discuss this particular problem over the next couple of years.

Another type of school left out of the system of further education is the Folk High School, one of the reasons being that it is regarded as part of adult education. There are about 90 Folk High Schools in Norway, and a royal commission for the development of the Folk High School has recently published its report. One of its recommendations has a direct bearing on the integrated secondary education in as far as it advocates that one year in a folk high school should be given parity and competency with one year in the General Study Course of the Further Education School. This structural problem will surely be considered and debated in the next two or three years.

It will emerge from the present survey of Norwegian education that pre-school, primary and secondary education has got a legal framework through the passing and enforcement of new acts over the recent years. The Government policy for these important areas for the years to come will be to fill the frame with an up-to-date system of regulations, curriculum plans, adequate teaching programmes and methods as well as to supply education with sufficient means to fulfil the programmes.

One sector has been left for final comments, viz. higher education. The reason is that higher education is likely to receive far more attention in the next two or three years than has been the case in previous years.

Recently the Storting has legislated on the three largest universities in Norway, i.e. Oslo, Bergen and Trondheim University. The gist of the university acts passed is a systematic regulation of the governing bodies of the universities and the system of democratic representation of staff and students on these bodies. On the whole, one may generalize by saying that the government and administration of the universities have been modernized and democratized. To what extent the universities will be able to adapt to the new acts and consequent regulations remains to be seen.

The tendency of opening the universities to more direct influence from the society at large is discernible. It can be seen in such measures as admitting students who have not passed the formal Matriculation Exam of the traditional Gymnas (Examen Artium). With the reorganization of the Further Education School, the Gymnas is on its way out in the Norwegian school system, being supplanted by the General Study Course of the Further Education School. The last Examen Artium is due to be held in 1981. By that date all colleges and universities will have to base their intake on a far broader assessment of criteriae than at present.

The impact of the needs of society on the old universities may be felt in the trend to enforce numerus clausus on more and more faculties to create more balance between the supply of students and the needs of the labour market. Norway has so far avoided any serious unemployment among its graduates, but it would be unwise to exclude the possibility of such a situation in the next few years.

However, the major trend in higher education in the time to come lies in the development of what one may call the lower level, or junior college level of tertiary education outside the traditional universities and academic state colleges.

In previous reports it has been stated that Norway in the first half of the 70's has developed a completely new type of higher education institutions, the so-called Regional Colleges (8 in all).

On the recommendations of a Government White Paper in 1975 these colleges will be reorganized and become part of an integrated system of colleges, i.e. all types of higher education, colleges of education, polytechnical colleges and others, outside the universities. Integration will take place at the regional level in so far as there will be a Regional Council responsible for the administration of all the colleges of each separate region. The regions correspond very roughly to the counties with some exceptions for the smaller counties. For instance, Oslo and its surrounding county of Akershus will form one region. The Regional Council will consist of 9 representatives, out of whom 5 will represent the interests of public opinion and central and regional authorities outside the colleges themselves. The 8 Regional Colleges offer courses of two to three years in different subjects varying from traditional subjects within the humanities, the social and natural sciences to courses in administration, economy, tourism, local history, mass-media, pedagogics etc. In short, most of the courses are orientated towards trade and industry more than traditional academic subjects.

The colleges for the training of teachers run 3-year courses, with additional courses lasting one year or only half a year for qualified teachers who want to qualify for up-grading. There is a very interesting development taking place within this sector of teacher training as more and more of the training up to a B.A. level is being taken over by the training colleges. Parallel to this, the role of the universities in teacher training is constantly diminishing.

On the whole, one may foresee that the pressure on the universities is likely to decline, the flow of students being slowly turned in the direction of the regional higher education system with its rich variety of shorter college courses more adjusted to the needs of society for well qualified manpower below the graduate level. With the Regional Colleges Council steering all higher education at the regional level there is likely to be more co-ordination and cohesion within this sector of higher education.

Conclusion

Our reply to the IBE questionnaire has been formulated so as to serve the purpose of giving a general answer to the main topic of the ICE 1977, Major Trends in Education 1974-76, as well as being a National Report.

The secretariat of the IBE is well aware of the fact that there is an overlap between the two documents required in this field. We have drawn the full consequence of this situation and shall consider the present report as an adequate working document in both commissions at the Conference.

At the time of the Conference Norwegian authorities are likely to have drawn up the new Long Term Programme for 1977-81. If any new trends not dealt with in the present survey of Norwegian education turn up in this context, an additional short report may be forwarded to the Conference.

In 1974, Norwegian education was subjected to an overall scrutiny by the OECD Examiners. The review of national policies for education has been published in the OECD series on these reviews, and the present report has drawn to a large extent on the material found in the OECD publication. It is referred to in the appendixed list of reference documents.

6. APPENDIX

Legal and official documents

1. St.prp. nr. 1 (1974-75)
2. St.prp. nr. 1 (1975-76)
3. St.meld. nr. 71 (1972-73)
   The Long Term Programme 1974-77
4. Spesialanalyse 3. Undervisning
   Special analysis of education added to the Long Term Programme.
5. Ot.prp. nr. 18 (1973-74) Om lov om gymnaset
   (The Bill on Further Education)
6. Ot.prp. nr. 23 (1974-75) Lov om barnehager
   The Bill on Pre-School Education
7. Ot.prp. nr. 66 (1972-73) Om lov om brigde i lov av 13. juni 1969, nr. 24 om grunnskolen
   (The Bill on the Revision of the Primary School Act of 1969)
8. St.meldn. nr. 44 (1974-75) om videregående opplæring
   White Paper on Further Education
9. NOU 1974:58 Lærarutdanning
   The Report on the curriculum of the new Teacher Training Colleges
10. St.medling nr. 17 (1974-75) Om den videre utbygging og organisering av högre utdanning
    White Paper on the development of higher education outside the universities
11. St.melding nr. 35 (1975-76) Om forskningens organisering og finansiering
    White Paper on the organization and financing of research
12. Ot.prp. nr. 7 (1975-76) Om lov om voksenopplæring
    The Bill on Adult Education
13. NOU 1974:41 Karakterer, eksamener, kompetanse m.v.
    The First Report of the Royal Commission on Evaluation
14. NOU 1976:32 Samordning av lærerutdanningen
    Report on the co-ordination of teacher training
15. NOU 1976:10 Framtidig yrkesutdanning
16. NOU 1976:31 Yrkesutdanning i skole og arbeidsliv
    The two last documents are Reports by the Royal Commission on vocational education
17. OECD NORWAY
    Review of national policy for education. Paris 1976

18. Act of 21 June 1974
Concerning the Upper Secondary School

19. NOU nr. 39 1976
Folkehöyskolens stilling i skoleverket
Report on the situation of the Folk High School in Norwegian education